

72/14/15

Executive
72-211/2

8 APR 1972

MEMORANDUM FOR: Executive Director-Comptroller

THROUGH : Deputy Director for Support/ *PW* 12 APR 1972

SUBJECT : Executive Development

1. On 6 January 1972 I sent you a memorandum (Tab A) which summarized the guidelines for an Executive Development Plan as presented by the Civil Service Commission with an indication of where the Agency stands in relation to these guidelines. In that memorandum we stated that although Agency personnel management programs track reasonably well with Commission guidelines, there was still much to do. You more than agreed with the latter statement and in your 14 January 1972 response (Tab B) you provided guidance for the improvement of executive development in the Agency.

2. In your memorandum you also suggested that we focus on the progress report due on 30 April. As a first step towards that end we have, in Tab C, presented our basic views on the subject of executive development within the broader context of employee development. We believe the changes proposed in Tab C, along with a number of training suggestions now under study, provide a basis for an appropriate response to the Government-wide Guidelines for Executive Development in the Federal Service. The following is a summary of salient points raised in the Federal Guidelines and present or proposed Agency arrangements for effecting these guidelines:

a. High-Level Organizational Commitment:

Guideline: Develop overall executive development plan;

Action: Prepare summary statement after approval of attachment and training changes under study.

Guideline: Announce policy of organizational support;
Action: Do later, including a digest of prospective actions for implementation.

Guideline: Assign responsibilities for ED to principal assistant, Executive Manpower Resources Board, and Executive Manpower Management Officer; Action: Achieve spirit of proposal for EMRB by having Executive Committee (Deputies Meeting) review executive development and training suggestions and monitor implementation on a regular basis.

(X)
will take
more change
note.

b. Development Plans:

Guideline: Establish mechanisms for identifying employees at mid-management level with potential and prepare individual developmental plans for them; Action: In lieu of formal plans, suggest career service use of training and assignment inventories (composites of individual needs).

(DD)

Guideline: Gear executive development to expected organizational growth and turnover; Action: Use Personnel Movement and Management Program (PMMP) for this purpose.

c. Mobility Program:

Guideline: Stress mobility in development plans;
Action: Currently reexamining subject of rotation, as basis for later response.

d. Training Resource Utilization:

Guideline: Review existing programs of management training in light of individual development plans; Action: Currently examining a number of training suggestions. Emphasize training responsive to individual needs, highlighted in career service training inventories. Propose more
* intensive and comprehensive training of mid-careerists with high potential in current managerial principles and applications.

Guideline: Develop specific criteria for executive training programs; Action: OTR currently examining various ideas.

e. Program Evaluation:

*assignments?
training?*

Guideline: Evaluate effectiveness of ED program at several levels; e.g., value of developmental experiences for individuals; Action: Consider reporting mechanisms for examining effectiveness of program after decisions reached on additional processes to be used in systematic development of individuals within career services (pursuant to projected needs).

3. If the Agency were to implement an expanded executive development program in substantial conformance with Tab C, I believe a number of the points raised in your memorandum would be resolved:

a. Your hope that we might develop a system of reports from the Director of Personnel (EMMO) concerning ways in which executive development is actually taking place in the Agency (broken down by Directorates) is contemplated in the Career Service Situation Reports provided for in the PMMP system. We need to go through the PMMP exercise again soon. At the same time we could use a supplemental questionnaire that would uniformly elicit certain information from career services about novel approaches and shortfalls relating to identification of high-potential employees, requirements for filling vacancies, and methods of employee development. The data obtained should provide us a fairly comprehensive view of what is going on throughout the Agency, including an overall perspective of executive development in CIA.

Include in PMMP?

b. You expressed a desire to have the Offices or Directorates work up simple articulations of plans to develop future executive management from among available personnel, thereby stirring interest in preparing not merely selecting such personnel. This objective should be obtainable by the use of PMMP and the preparation of training and assignment inventories, without having to formulate elaborate or formalized individual career plans.

what about Observations? Employee Development paper?
"ED must be based on individual planning"

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c. I acknowledge your comment about the desirability of improving mobility in the Agency. I wish to defer a reply until I have had a chance to think about it further.

d. Without attempting to judge the elements of a desirable program of external training, I share your view that we need to focus our efforts on internal programs of management training. I strongly believe training is most needed when the responsibility for its application is most evident. I am convinced an increased effort should be made to teach managerial skills and principles to individuals at the time they are earmarked for development and possible movement out of the relatively large group of GS-13 and GS-14 employees into the much narrower GS-15 level.

e. Improving the "contribution training makes to CIA as an institution rather than merely to the individuals who happen to attend the courses" is a basic point in the Guidelines for Executive Development in the Federal Service, as well as in the general literature pertaining to employee development. Improved Agency performance in this regard probably will happen only if the Agency utilizes the suggested processes in the attachment, or something comparable to them, in evaluating the needs of individuals and taking developmental actions to facilitate their improvement.

4. If you agree generally with the "Actions" suggested above, I believe our 30 April 1972 report to the Commission may be sent over my signature to the Bureau of Executive Manpower.

STATINTL



Harry B. Fisher
Director of Personnel

Atts: 3

note: this is the Dir's check

needed for development - GS-14 moving to

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EMPLOYEE DEVELOPMENT (Executive and Pre-Executive)	
Observations	
✓	<p>● Employee development is planned use of assignments and training to improve employees.</p>
●	<p>Surveys indicate that employees believe management has not done a good job in employee development.</p>
X ●	<p>Employee development must be based upon individual <i>implementation of a standing model</i> planning.</p>
	<p>General policies encouraging employee development or training programs as such will not guarantee effective results.</p>
X ●	<p>Although formal career plans are not necessary, the varying developmental needs of individual employees must be identified and acted upon in specific terms.</p>
✓ ●	<p>The number of employees that need to be developed should be based on annual projections of the volume of future upward movement within the several career services.</p>
X ●	<p>Executive development <i>disputes practically speaking</i> involves the continued development of the incumbent executive (Supergrades) as well as the development of the middle and senior officer (GS-13 to GS-15).</p>
●	<p>Development of incumbent executives focuses primarily on how and where they can be used most effectively. This emphasis also applies to GS-15 branch and division chiefs.</p>
●	<p>Since middle grade officers often lack the wide range of managerial skills they will need later as executives, those selected for development to fill higher positions should be given a fairly comprehensive review of managerial skills and principles. <i>will training assure managerial competence</i></p>
Conclusions	
●	<p>The PMMP process provides the best single means of systematically examining the amount of turnover in senior grades and the capabilities of individual employees to fill these vacancies within each career service.</p>
●	<p>Career services should identify the gaps in assignments and training of individuals selected for development and establish career service inventories of training and assignments for use as opportunities arise. Annual reports should be forwarded on the utilization and development of "comers" to the Deputy Director concerned. Employees with potential for advancement into positions below the executive level should also be given attention.</p>
●	<p>Career services should develop models or guidelines of assignments and training experiences desired in the movement of professionals upward to the junior, middle and senior ranks.</p>
●	<p>A course featuring discussion and application of a wide range of management theories and techniques; e.g., in the human relations, information sciences and traditional management functions such as planning, directing, budgeting, and supervising, should be made available to the mid-officers.</p>
●	<p>The use of Supergrades should be reviewed annually and should include a specific determination how each Supergrade could best be utilized in the next few years. (OP has prepared a separate memorandum on this subject.)</p>

how about minor details?

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EMPLOYEE DEVELOPMENT
(Executive and Pre-Executive)

Employee Development Is Everybody's Concern

1. No personal concern is more frequently talked about, with different shades of meanings and understanding, than the words "employee development" and "career development." Yet, both employees and management sincerely believe the Agency needs to do a better job of development in order to achieve the twin objectives of individual satisfaction and effective employee utilization.

2. Leading the findings of attitudinal surveys with monotonous regularity are employee claims that little or no career development is taking place. This finding applies not only to other organizations but to CIA, as evidenced by OP's attrition studies and the 1970 PSS/OMS attitudinal survey of 555 officers with five and ten years of service. In the latter paper, respondents were unfavorable or undecided on a number of issues pertaining to development, in some cases to an alarming extent. The following percentages of unfavorable or undecided reactions are illustrative: rarely asked to participate in planning career development - 72%; Agency should take more personal interest in each employee - 73%; decisions on assignments and career made with little regard to own preference - 49%; Agency ^{not} doing a good job in managing young professionals - 77% [45% unfavorable and 32% undecided].

3. In the early 50's the frequency of horizontal and lateral movement provided employees with built-in opportunities for development and a kind of guarantee of future progress. Today, most employees understand and accept a slower pace of promotions and movement as the likelihoods of the future, but their ambitions and hopes for challenging, improvement assignments are undiminished. Their feelings and anxieties are intensely personal concerns about career prospects, utilization and development.

Elements of a Developmental Program

1. It may be conceded that cream rises to the top and so do people of recognized superior ability. There is no assurance, however, that random exposures to training courses and assignments will produce the best qualified and seasoned candidates for the more senior positions. Moreover, conclusions about the potential of specific individuals must be constantly reexamined as they move up in the hierarchy.

2. The Agency should guard against development for development sake, arousing personal expectancies that cannot be met. It should simultaneously move on two fronts: develop the more gifted for higher positions of managerial responsibility and develop people in the skills they will need in their current positions or in jobs of higher responsibility below the executive level.

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3. Specific developmental actions in individual cases should fit organizational needs, as seen by career service officials.

Executive and Pre-Executive Development

1. Executive development is a dual process: planning the improvement of individuals who have already become executives (Supergrades in the Federal Government) and developing designated mid-officers and senior officers who have the potential to be executives.

2. Last December, Seymour Berlin (Director, Bureau of Executive Manpower, CSC, and architect of the FES proposal and ED Guidelines) and Mr. William Medina (OMB) told a large gathering of Federal officials what was principally on their minds in thinking about executive development. Mr. Berlin said the Guidelines seek to get away from an emphasis upon broad programs and rhetoric in order to break through to the individual. Pointing out the average incumbent in Government has held his executive position for eleven years, he stressed the need to zero in on the incumbent executive as well as the comer. Mr. Medina agreed, emphasizing that the essence of executive development is individual planning and action. Both laid claim to the institutionalization of agency systems that focus on the individual as their goals. Another speaker, Frank Zarb (Assistant Secretary for Administration, Department of Labor), claimed his main problem in dealing with executive selection has been the lack of breadth of experience by middle men. Discussions at a one-week inter-agency workshop at FEI on the problems of executive development pointed up the same conclusions.

3. Executives can materially benefit from formal internal and external training experiences, but their utilization and development chiefly depend upon periodic reviews of their effectiveness. Uninterrupted tenure of executives for years in one job or place can be counterproductive, despite the expertise gained on the job. The practice frequently observed in the business world of annually examining the status, current usage and prospective usefulness of each individual could be applied productively within the Agency.

4. Central to an effective program of executive development is the identification and personal development of well-qualified mid-career and senior officers in the Grades GS-13 - GS-15. At these grade levels, many promising employees have spent most of their careers acquiring substantive expertise. More often than not, they have experienced over the years a number of assignments and training courses, but their past preoccupation with substance causes the mid-career stage to be a critical time for them to obtain a fairly comprehensive view of managerial skills and principles. Since instruction and experiential learning in the informational, managerial and behavioral sciences are among OTR's capabilities, formal training is a valuable resource at this time in their development.

5. As a group, GS-15 employees, or more properly branch or division chiefs at the GS-15 level, require a somewhat different developmental approach than employees in the Grades GS-13 and GS-14. The GS-15 branch or division chief links top officials and other Agency professionals.

Approved For Release 2001/05/23 : CIA-RDP81-00896R000100300011-3

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He has the principal responsibility for getting the daily work out and for the quality of the output. As the manager of a work unit, the GS-15 branch or division chief is also usually involved in most managerial activities as well as functional responsibilities.

a. When a GS-15 is first assigned to be a division or branch chief, his development is mainly on-the-job, and he is automatically tested. When the GS-15 officer holds the same branch or division assignment for several years, he is often prone to maintain relatively unchanged the attitudes, policies, processes and procedures which he finds most conducive to doing his job. The simplest way of breaking this continuity is to place him into a new assignment, forcing him into a learning situation with responsibility for results. Loss of expertise can result, but greater identification with team goals and increased creativity can likewise occur.

b. Promotion of a mid-officer to the Grade GS-15 usually represents a narrowing, competitive choice of one person among several qualified employees at the GS-14 level. Once he passes into the much more selective arena of senior officers, it is often too late to systematically equip him with the desired assortment of management training.

6. Career service officials should guard against being too restrictive in limiting their choices of mid-officers for development, lest they confine their options years ahead of the time when final executive selections will be made. Moreover, the development of most mid-officers with the potential for advancement to at least one more grade serves the all-important purpose of professional continuity and excellence. Systematic development of mid-careerists will increase the professional capabilities of those destined to be here for a long time in important but non-SG positions. Those affected by a relatively broad-based midcareer developmental program will appreciate the opportunities thus afforded them.

7. The Agency should continue its reliance upon the Midcareer Course, or something equivalent thereto, as a mechanism for identifying and recognizing the performance and potential of well-qualified mid-careerists. Some of the more recent additions by OTR to management training; e.g., workshops on performance appraisal, planning and control of work, management of conflict, and creativity, should strengthen the development of mid-careerists, including many who have not or may not attend the prestigious Midcareer Course. From the vantage point of improving the pre-executive development of mid-officers, it would be helpful if a ~~mid~~ management applications course were put together as a package. Although the Fundamentals of Supervision and Management Course deals with several aspects of management, it is an overview utilized to a varying extent by the Directorates and is attended most by relatively junior professionals. (It is understood that the grade range is from GS-05 to GS-14.) The argument for a ~~mid~~ management "applications" series of workshops is based upon the conviction that intensive discussions and applications of these skills will prove to be most beneficial if given at the pre-executive level. It is predicated also upon an awareness that much of the information gained in training courses during early years later is forgotten.

Approved For Release 2001/05/23 : CIA-RDP81-00896R000100300011-3

ADMINISTRATIVE - INTERNAL USE ONLY

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Processes for Achieving Executive and Pre-Executive Development
Throughout the Agency

1. To accomplish the essentials of an improved developmental program as outlined in this paper and to achieve the principal features of the Federal Guidelines for Executive Development, the Agency needs to establish basic processes for insuring common approaches, albeit different applications, in the individual planning of training and assignments.

2. The Personnel Movement and Management Program provides a basic structure for determining the amount and kinds of development needed. Although it was established for purposes other than employee development, it concentrates upon the projection of the amount of upward movement in the future within individual career services and it calls for an examination of the individual careerists to fill positions of a higher responsibility. To date, this process has only been used in the Research, Intelligence and Support Directorates. The results of the initial effort indicate we were overzealous in trying to evaluate the volume of upward movement and the promotional readiness of well-qualified personnel for a ten-year period. Aside from this principal objection and some work details which proved unnecessary, the process generally proved to be an appropriate mechanism for the systematic review of the Agency's developmental requirements on an individualized basis. The PMMP system will be modified to restrict the forward look to three or four years. Aspects of the PMMP process requiring the preparation and reporting of career service problems and needs will be expanded. Prior approval by the Executive Committee of the PMMP system plus the extensive briefings that were held throughout the Agency afford us an on-going arrangement to implement the executive development program.

identify potential
general approach but look at it
3. All of the career services, after concluding their next PMMP review, should establish training and assignment inventories showing planned developmental activities for each careerist with potential for further advancement. Special attention should be paid to employees with recognized potential for assumption of GS-15 and above positions. It is recognized each career service should have the flexibility to follow whatever specific procedures are most adaptable to its situation. One criterion that should be uniformly observed by the career services, however, is the identification of assignments and training actions that would help fill observable gaps in the experience of individual employees or overcome known weaknesses in the performance of otherwise well-qualified employees. Career services should be invited to establish general norms or guidelines covering the preferred kinds of training and assignments most beneficial in furthering the careers of most professional careerists during their junior, mid and senior periods of employment. These guides could be used as bases for assessing the concrete actions to be taken in filling the gaps of individual employees with potential for development. (As an illustration of this system, the SP Gap Sheet and Career Service Model are attached.)

4. The formation of a core training program would be responsive to the Federal Guideline on training and resource utilization as it applies to executive development. In addition, the establishment of a comprehensive

Approved For Release 2001/05/23 : CIA-RDP81-00896R000100300011-3

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Approved For Release 2001/05/23 : CIA-RDP81-00896R000100300011-3

and intensive management workshop or applications course, to be taken by midcareerists designated for further development as potential executives, would be an important step in meeting one of the principal Guideline suggestions, namely, the improved managerial training of mid-level employees with high potential. (7513415)

5. Current attempts to devise additional training and developmental experiences for Supergrades should be combined with an annual review of their current use and prospective use.

Approved For Release 2001/05/23 : CIA-RDP81-00896R000100300011-3

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ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

Chairman, Personnel Career Service Board
5 E 56 Headquarters

EXTENSION

7427

NO.

DATE

TO: (Officer designation, room number, and building)

DATE

RECEIVED

FORWARDED

OFFICER'S INITIALS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

1. Your cooperation is requested in completing the attached form on the employee or employees named. Please fill out IV through VI and items 51 through 53 of VII.

2. This request originated from a decision of the SP Career Board to implement Step 4 of the Personnel Movement and Management in the 70's Project within our Service: "plan and provide what professionals need to improve their capability for new and more responsible duties (employee development geared to management needs)." More specifically, we devised the attached Individual Gap Sheet to accomplish the second and third elements of Step 4, namely:

Consider what each professional careerist who has potential to advance one or more grades needs in the form of specific job experience; specific rotational experiences; or training (internal and/or external).

Combine individual job/training needs into Career Service inventories of training and assignment requirements and use as assignment and training opportunities arise or can be arranged.

3. As you are aware, the PMMP 70's Project is now being worked on by the Career Services throughout the Agency. Just as the Office of Personnel experimentally performed Steps 1 and 2 of the Project, i.e., estimating the difference between promotional headroom and promotional needs, before recommending their general application, we now wish to prepare Individual Gap Sheets on

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610

USE PREVIOUS EDITIONS

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SP careerists (initially all those in Grades GS-12 through GS-14) as the basis for improving our own program of personal development. We plan to share our experiences in implementing the Gap Sheet with the other Career Services.

4. The primary purpose of the form is to identify areas of possible improvement pertaining to individual SP careerists, as seen by the supervisor and the SP Career Board. These identifications may involve a personal attribute that could be improved (e.g., writing ability); a needed training course, or a desired job experience. I want to emphasize the reason we are completing this form is to systematically decide, in cooperation with supervisors, how we can best develop our individual careerists in accordance with the future requirements of the Career Service.

5. Also attached for your information is a copy of appropriate training and job experiences for SP careerists. The paper has been helpful in establishing preferred skill and experience levels to be acquired by SP careerists over a career span, but it is a guideline only. No attempt will be made to rigidly apply items I through III to all careerists, irrespective of their present age, grade and period of remaining service.

6. Please return the form EYES ONLY to the CMO/OP, 5 E 68.

(GENERAL NORMS (FOR GUIDANCE ONLY))

ACADEMIC BACKGROUND

CT OR COLLEGE GRADUATE
MAJOR IN ADMIN., MGT., OR SOCIAL SCIENCES

TRAINING

A. IN-HOUSE *2 1/2 weeks*

(WAS) ~~INTRODUCTION TO COMMUNISM~~ } 4
~~INTRODUCTION TO INTELLIGENCE~~
ADP ORIENTATION
SUPERVISION & MANAGEMENT 1

MANAGERIAL GRID OR ADVANCED MANAGEMENT (PLANNING)
SUPPORT SERVICES REVIEW: TRENDS AND HIGHLIGHTS
MIDCAREER 5 (W/O GRID)
AIS 3
SENIOR SEMINAR 9

B. EXTERNAL

BASIC - AT LEAST ONE UNIVERSITY COURSE IN PERSONNEL MGT. POSITION CLASSIFICATION OR EMPLOYEE RELATIONS IF NONE IN COLLEGE; ONE OR MORE 1-4 WEEK SESSIONS IN THEORY OR ORGANIZATIONAL SCIENCE, BEHAVIORAL THEORY, SYSTEMS ANALYSIS OR PPBS.

FOR SELECTED INDIVIDUALS - UNIVERSITY TRAINING IN PERSONNEL OR ADMINISTRATIVE FIELDS; TOPICAL OR TECHNICAL TRAINING IN SPECIALIZED PERSONNEL SUBJECTS.

C. WITHIN OP

ATTENDANCE OF PERSONNEL CAREERISTS AT DIVISION BRIEFINGS AND OP PROBLEM SOLVING SEMINARS. ATTENDANCE BY PERSONNEL OFFICERS AT D/PERS MONTHLY MEETINGS (OTHER PERSONNEL CAREERISTS WITHIN SHOPS BROUGHT TO MEETINGS AS SITUATION PERMITS).

DESIRE AGE LEVEL PROGRESSION

ASSIGNMENT BY AGE 40-45 OR SOONER TO OP KEY POSITION (OR APPROXIMATE EQUIVALENT), OR READINESS FOR ASSIGNMENT TO KEY POSITION, AS DETERMINED BY OP CAREER SERVICE.

DESIRE JOB PROGRESSION

1. INITIAL (1ST THREE YEARS OF ENTRY IN OP CAREER SERVICE)

ONE- OR TWO-YEAR ASSIGNMENTS, AS PRACTICABLE, IN OP CENTRAL UNITS (E.G., PMCD, CPD, WARO, RETIRE. BR. AND BSD).

2. MID-PROFESSIONAL (BETWEEN 3 AND 15 YEARS FROM ENTRY IN OP CAREER SERVICE)

- (1) THREE OR MORE ASSIGNMENTS TO SPECIALIST JOBS IN OP OR GENERALIST JOBS IN COMPONENTS DURING NEXT 3-15 YEARS. (OP ASSIGNMENT OBJECTIVE: 3 YEAR TOURS INSIDE AND OUTSIDE CENTRAL OP WITH ONE OR TWO EXTENSIONS OF ONE YEAR CONSIDERED UPON REQUEST. EXCEPTIONS ALSO FOR FUNCTIONAL SPECIALISTS.)
- (2) ASSIGNMENT TO A COMPONENT BY END OF 6TH YEAR UNLESS EMPLOYEE IS EXPECTED BY OP CAREER SERVICE TO INDEFINITELY CONTINUE IN FUTURE AS TECHNICAL OR FUNCTIONAL SPECIALIST IN CENTRAL OP.
- (3) BY THE END OF THE 14TH YEAR, EMPLOYEE HAS SERVED 2 OR MORE YEARS IN A STAFF OR ADVISORY CAPACITY; IN A PLANNING OR RESEARCH POSITION; OR IN A POSITION REQUIRING CONSIDERABLE TIME TO BE SPENT IN SUCH ACTIVITIES.
- (4) EMPLOYEE EITHER ASSIGNED WITHIN 14 YEARS TO A KEY JOB IN OP CAREER SERVICE (OR APPROXIMATE EQUIVALENT) OR IS CONSIDERED READY FOR SUCH AN ASSIGNMENT BY SP CAREER SERVICE.

5. STRONG EVALUATION IN FOLLOWING PERSONAL SKILLS AND ATTRIBUTES

RESPONSIVENESS IN SUPPORTIVE ROLE TO
AGENCY OFFICIALS
EFFECTIVENESS IN PERSONAL DEALINGS
IMAGINATION AND ORIGINALITY
SELF RELIANCE
DRIVE

GETTING THINGS DONE
THOROUGHGOING
WRITING ABILITY
VERBAL EFFECTIVENESS
PLEASING PERSONALITY

6. STRONG EVALUATION IN FOLLOWING MANAGERIAL SKILLS

REPRESENTATIONAL AND COMMUNICATING
SKILLS
PLANNING AHEAD
CAPACITY TO INFLUENCE OTHERS (SUB-
ORDINATES, PEERS, SUPERIORS)
SUPERVISORY SKILL (INCLUDING DEVELOP-
MENT OF SUBORDINATES; MAINTENANCE
MORALE AND LOYALTY)
DECISIVENESS

MATURE JUDGMENT
ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE
ACTIONS
PERCEPTION OF THINGS THAT NEED TO BE DONE
ABILITY TO DELEGATE
EFFECTIVENESS IN MANAGEMENT OF OFFICE

7. FAMILIARITY WITH PERSONNEL WORK

A. GOOD UNDERSTANDING OF FOLLOWING:

SUBSTANTIVE CONTENT OF PERSONNEL
ADMINISTRATION
AGENCY PERSONNEL OBJECTIVES

PERSONNEL PROBLEMS
PERSONNEL TRENDS

B. ACTUAL EXPERIENCE IN A MAJORITY OF FOLLOWING FUNCTIONS:

PERSONNEL RESEARCH/STAFF WORK
BENEFITS AND SERVICES
SALARY AND POSITION ADMIN.

PERSONNEL STAFFING ADMIN.
RECORDS CONTROL
LINE PERSONNEL ADMIN. IN COMPONENTS

C. DESIRABLE EXPERIENCES (NOT NORMS)

OVERSEAS
PERFORMANCE OF NON-PERSONNEL SUPPORT FUNCTIONS

DEVELOPMENTAL GAP SHEET (OP CAREER SERVICE)

I GENERAL

1. NAME	2. GRADE	3. OFFICE	4. AGE	5. YEARS IN PRESENT JOB	6. LAST FR EVAL.
7. POSITION			8. NAME OF SUPERVISOR		

II ACADEMIC BACKGROUND

9. COLLEGE COLLEGE DEGREE <input type="checkbox"/> COLLEGE - NO DEGREE <input type="checkbox"/> CT <input type="checkbox"/> NO COLLEGE <input type="checkbox"/>	10. COLLEGE MAJORS PERSONNEL ADMINISTRATION <input type="checkbox"/> PUBLIC OR BUSINESS ADMIN. OR MGT. <input type="checkbox"/> SOCIAL SCIENCE(S) <input type="checkbox"/> OTHER <input type="checkbox"/>
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III JOB PROGRESSION

11. INDICATE REMAINING JOB EXPERIENCES IN CENTRAL OP, EMPLOYEE SHOULD ACQUIRE.* (COMPLETE FOR AN EMPLOYEE WITH MORE THAN 3 YEARS SERVICE IN AGENCY, IF APPLICABLE IN HIS CASE.)			
12. SUBSTANTIVE EXPERIENCE NORMS FOR MID-PROFESSIONALS			
NORM	COMPLETED		IF NOT COMPLETED, EXPLAIN AND INDICATE IF STILL NEEDED
	Yes	No	
A. 4 OR MORE ASSIGNMENTS WITHIN 14 YEARS. (DIFFERENT BRANCHES OR OFFICES) FOR GENERALISTS; 2 OR MORE FOR TECHNICAL SPECIALISTS.			
B. ASSIGNMENT TO AGENCY COMPONENT WITHIN 6 YEARS (APPLICABLE TO GENERALISTS ONLY).			
C. 2 YEARS OF PERSONNEL STAFF OR RESEARCH WORK (OR COMPARABLE EXPERIENCE) BY END OF 14TH YEAR.			

* JOB PROGRESSION NORMS IN CAREER SERVICE MODEL THAT SHOULD BE INVOKED FOR EMPLOYEE CONCERNED.

IV. KNOWLEDGE OF PERSONNEL WORK

GOOD UNDERSTANDING	SUPERVISOR		OP/CSB		WORKING KNOWLEDGE	SUPERVISOR		OP/CSB	
	YES	NO	YES	NO		YES	NO	YES	NO
13. SUBSTANTIVE CONTENT PERSONNEL ADMIN.					17. PERSONNEL RESEARCH/STAFF WORK				
14. AGENCY PERSONNEL OBJECTIVES					18. BENEFITS AND SERVICES				
15. PERSONNEL PROBLEMS					19. SALARY AND POSITION ADMIN.				
16. PERSONNEL TRENDS					20. PERSONNEL STAFFING AND T/O ADMIN.				
					21. RECORDS CONTROL				
					22. LINE PERSONNEL WORK				
					23. OVERSEAS				
					24. NON-PERSONNEL SUPPORT ACTIVITY				
25. EMPLOYEE'S STRONGEST KNOWLEDGE(S) IF APPLICABLE					26. EMPLOYEE'S WEAKEST KNOWLEDGE(S) IF APPLICABLE				

V. PERSONAL SKILLS AND ATTRIBUTES

STRONG IN SKILL	SUPERVISOR		OP/CSB		STRONG IN SKILL	SUPERVISOR		OP/CSB	
	YES	NO	YES	NO		YES	NO	YES	NO
27. RESPONSIVENESS (IN SUPPORTIVE ROLE TO AGENCY OFFICIALS)					31. GETS THINGS DONE				
28. EFFECTIVENESS IN PERSONAL DEALINGS					32. THOROUGHGOING				
29. SELF RELIANCE					33. WRITING ABILITY				
30. DRIVE					34. VERBAL EFFECTIVENESS				
					35. PLEASING PERSONALITY				
					36. IMAGINATION AND ORIGINALITY				
37. EMPLOYEE'S STRONGEST PERSONAL SKILL(S) AND ATTRIBUTE(S) IF APPLICABLE					38. EMPLOYEE'S PERSONAL DEFICIENCIES, IF APPLICABLE				

VI. MANAGERIAL SKILLS

STRONG IN ITEM	SUPERVISOR		OP/CSB		STRONG IN ITEM	SUPERVISOR		OP/CSB	
	YES	NO	YES	NO		YES	NO	YES	NO
39. REPRESENTATION AND COMMUNICATION					45. ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE ACTIONS				
40. PLAN AHEAD					46. PERCEPTION OF THINGS THAT NEED TO BE DONE				
41. CAPACITY TO INFLUENCE OTHERS					47. ABILITY TO DELEGATE				
42. SUPERVISORY ABILITY					48. EFFECTIVENESS IN OFFICE MGT.				
43. DECISIVENESS									
44. MATURE JUDGMENT									
49. EMPLOYEE'S STRONGEST MANAGERIAL SKILL(S) IF APPLICABLE					50. EMPLOYEE'S WEAKEST MANAGERIAL SKILL(S) IF APPLICABLE				

VII. PERSONAL DEVELOPMENT

51. ASSIGNMENTS THAT SHOULD BE UNDERTAKEN

	NECESSARY	WHEN	PREFERABLE	WHEN
SUPV.				
OP/ CSB				

52. OTHER DEVELOPMENT DESIRED

	TRAINING	WHEN	OTHER DEVELOPMENTAL ACTIONS	WHEN
SUPV.				
OP/ CSB				

53. IF ANY OF THE SKILLS OR KNOWLEDGES LISTED IN IV, V, AND VI WERE MARKED NO, INDICATE WHAT SHOULD BE DONE IF IMPROVEMENT IS FEASIBLE

	SKILL OR KNOWLEDGE	CORRECTIVE ACTION
SUPV.		
OP/ CSB		

54. EMPLOYEE'S POTENTIAL FOR GS-14 OR ABOVE (TO BE COMPLETED BY OP/CSB)

YES ☐NO ☐

55. DUE DATE FOR PROGRESS REPORT ON CORRECTIVE ACTION (TO BE COMPLETED IF APPLICABLE BY OP/CSB)

ITEM	DATE OF REPORT